

**TUPE Scoring Rubric for
Schools with Students in Grades Nine Through Twelve
Competitive Grants**

Makes an Outstanding Case Score the item a 5 if:	Good 4	Makes an Adequate Case Score the item a 3 if:	Weak 2	Makes a Very Weak Case or Fails to Make a Case Score the item a 1 if:
A. Overall Program Summary Category I (1 to 5 rating X 1 = 5 possible points) Category II (1 to 5 rating X 2 = 10 possible points)				
Summary provides: <ul style="list-style-type: none"> a <u>comprehensive</u> overview of the proposed program. a <u>very clear</u> description of prior evaluation data, trends and results (including program services and student outcomes) demonstrating progress toward achievement of goals and objectives (Category II only). program changes that <u>are very clearly linked</u> to evaluation data or research (Category II only). 		Summary provides: <ul style="list-style-type: none"> an <u>adequate</u> overview of the proposed program. an <u>adequate</u> description of prior evaluation data, trends and results (including program services and student outcomes) demonstrating progress toward achievement of goals and objectives (Category II only). program changes that <u>are linked</u> to evaluation data or research (Category II only). 		Summary provides: <ul style="list-style-type: none"> a <u>weak</u> overview of the proposed program. a <u>vague</u> description of prior evaluation data, trends and results (including program services and student outcomes) demonstrating progress toward achievement of goals and objectives (Category II only). program changes <u>are not clearly linked</u> to evaluation data or research (Category II only).
B. Assessment (1 to 5 rating X 2 = 10 possible points)				
Assessment: <ul style="list-style-type: none"> provides a <u>very</u> comprehensive analysis of data from various sources including a student survey to demonstrate student's needs. <u>fully</u> describes the process and data used to identify high priority targets. provides <u>strong</u> justification for funding. 		Assessment: <ul style="list-style-type: none"> provides an <u>adequately</u> comprehensive analysis of data from various sources including a student survey to demonstrate student's needs. <u>adequately</u> describes the process and data used to identify high priority targets. provides <u>adequate</u> justification for funding. 		Assessment: <ul style="list-style-type: none"> provide a <u>weak</u> comprehensive analysis of data from various sources including a student survey to demonstrate student's needs. <u>minimally</u> describes the process and data used to identify high priority targets. <u>fails</u> to provide justification for funding.

Makes an Outstanding Case Score the item a 5 if:	Good 4	Makes an Adequate Case Score the item a 3 if:	Weak 2	Makes a Very Weak Case or Fails to Make a Case Score the item a 1 if:
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C. School and Community Involvement (1 to 5 rating X 2 = 10 possible points)

<p>Involvement of school and community members in planning, design and future implementation of program at each site in application:</p> <ul style="list-style-type: none"> • <u>is exemplary and will very clearly</u> enhance program effectiveness. • demonstrates <u>very clear evidence</u> that each site plan was developed by site representatives and includes community involvement. • <u>clearly demonstrates</u> site administrator commitment to supporting the program. 		<p>Involvement of school and community members in planning, design and future implementation of program at each site in application:</p> <ul style="list-style-type: none"> • <u>has adequate potential</u> for enhancing program effectiveness. • demonstrates <u>adequate evidence</u> that each site plan was developed by site representatives and includes community involvement. • <u>adequately demonstrates</u> site administrator commitment to supporting the program. 		<p>Involvement of school and community members in planning, design and future implementation of program at each site in application:</p> <ul style="list-style-type: none"> • <u>does not have acceptable potential</u> for enhancing program effectiveness. • demonstrates <u>little evidence</u> that each site plan was developed by site representative and includes community involvement. • <u>does not demonstrate</u> site administrator commitment to supporting the program.
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D. Program Plan (1 to 5 rating X 5 = 25 possible points)

<p>High Priority Needs:</p> <ul style="list-style-type: none"> <u>very clearly</u> define extent and nature of student tobacco problems. <p>Objectives:</p> <ul style="list-style-type: none"> when measured, will <u>very clearly</u> provide valuable information about student outcome and program implementation and the extent to which tobacco use has been prevented or reduced. <p>Selected strategies:</p> <ul style="list-style-type: none"> are <u>all very</u> clearly described. <u>very clearly</u> demonstrate the needs of each target group. are fully <u>linked to, and will very clearly contribute</u> to the successful achievement of the measurable objectives. ensure <u>maximum</u> exposure for targeted students. 		<p>High Priority Needs:</p> <ul style="list-style-type: none"> <u>adequately</u> define extent and nature of student tobacco problems. <p>Objectives:</p> <ul style="list-style-type: none"> when measured, are <u>likely</u> to provide useful information about student outcome and program implementation and the extent to which tobacco use has been prevented or reduced. <p>Selected strategies</p> <ul style="list-style-type: none"> are described <u>for most but not all</u> <u>adequately</u> demonstrate the needs of each target group. are <u>adequately linked to, and will likely contribute</u> to the successful achievement of the measurable objectives. ensure <u>acceptable</u> exposure for targeted students. 		<p>High Priority Needs:</p> <ul style="list-style-type: none"> <u>weakly</u> define extent and nature of student tobacco problems. <p>Objectives:</p> <ul style="list-style-type: none"> when measured, will provide <u>little or no</u> information about student outcome and program implementation and the extent to which tobacco use has been prevented or reduced. <p>Selected strategies</p> <ul style="list-style-type: none"> are <u>minimally</u> described. <u>are weak or do not</u> demonstrate the needs of each target group. are <u>not adequately linked to, and will not likely contribute</u> to the successful achievement of the program measurable objectives. <u>does not</u> ensure acceptable exposure for targeted students.
<p>Makes an Outstanding Case</p> <p>Score the item a 5 if:</p>	<p>Good</p> <p>4</p>	<p>Makes an Adequate Case</p> <p>Score the item a 3 if:</p>	<p>Weak</p> <p>2</p>	<p>Makes a Very Weak Case or Fails to Make a Case</p> <p>Score the item a 1 if:</p>

E. Program Monitoring and Evaluation Plan

(1 to 5 rating X 5 = 25 possible points)

<p>The process for:</p> <ul style="list-style-type: none"> a plan to review the program's measurable objectives is <u>very clearly</u> described. collecting and analyzing prevalence data needed to measure the program outcome objectives is <u>comprehensively</u> described. monitoring the implementation of the program's strategies and activities (process) is <u>very detailed</u>. evaluation activities to determine the overall effectiveness of the program relative to its measurable objectives, to provide <u>valuable</u> information about program implementation and effectiveness. 		<p>The process for:</p> <ul style="list-style-type: none"> a plan to review the program's measurable objectives is <u>adequately</u> described. collecting and analyzing prevalence data needed to measure the program outcome objectives is <u>adequately</u> described. monitoring the implementation of the program's strategies and activities (process) is <u>adequately</u> detailed. evaluation activities to determine the overall effectiveness of the program relative to its measurable objectives, to provide <u>adequate</u> information about program implementation and effectiveness. 		<p>The process for:</p> <ul style="list-style-type: none"> a plan to review the program's measurable objectives is <u>not clearly</u> described. collecting and analyzing prevalence data needed to measure the program outcome objectives is <u>minimally</u> described. monitoring the implementation of the program's strategies and activities (process) <u>does not</u> provide sufficient detail. evaluation activities to determine the overall effectiveness of the program relative to its measurable objectives, <u>do not</u> provide adequate information about program implementation and effectiveness.
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F. Project Staffing (1 to 5 rating X 2 = 10 possible points)

<p>All key staff at the school and district level:</p> <ul style="list-style-type: none"> are <u>thoroughly</u> identified including submission of qualifications or resume for district and site coordinators. have <u>exemplary</u> skills and training to successfully carry out assigned responsibilities and are allocated sufficient time to carry out all tasks. 		<p>All key staff at the school and district level:</p> <ul style="list-style-type: none"> are <u>adequately</u> identified including submission of qualifications or resume for district and site coordinators. have the <u>necessary</u> skills and training to successfully carry out assigned responsibilities and are allocated sufficient time to carry out all tasks. 		<p>All key staff at the school and district level:</p> <ul style="list-style-type: none"> <u>are not identified</u>. Submission of qualifications or resume for district and site program coordinators was not provided. <u>do not have</u> the necessary skills and training to successfully carry out assigned responsibilities and/or are not allocated sufficient time to carry out all tasks .
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Makes an Outstanding Case Score the item a 5 if:	Good 4	Makes an Adequate Case Score the item a 3 if:	Weak 2	Makes a Very Weak Case or Fails to Make a Case Score the item a 1 if:
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G. Budget and Budget Justification (1 to 5 rating X 2 = 10 possible points)

<p>Budget and budget justification:</p> <ul style="list-style-type: none"> are <u>entirely aligned</u> with each other. provide <u>excellent detail</u>. <u>fully</u> supports the program. demonstrates proportional breakdowns across budget categories that are <u>completely consistent</u> with program strategy priorities. provides a program that is <u>very</u> cost effective and reasonable. 		<p>Budget and budget justification:</p> <ul style="list-style-type: none"> are <u>adequately aligned</u> with each other. provides <u>adequate detail</u>. <u>adequately</u> supports the program demonstrates proportional breakdowns across budget categories that are <u>mostly consistent</u> with program strategy priorities. provides a program that is <u>adequately</u> cost effective and reasonable. 		<p>Budget and budget justification:</p> <ul style="list-style-type: none"> are <u>weakly aligned</u> with each other. <u>do not provide</u> sufficient detail. <u>do not sufficiently support</u> the program. demonstrate proportional breakdowns across budget categories that are <u>weak</u> or <u>not consistent</u> with program strategy priorities. <u>do not</u> provide a program that is cost effective and reasonable.
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H. Overall Coherence and Merit of Application (1 to 5 rating X 2 = 10 possible points)

<p>The application:</p> <ul style="list-style-type: none"> is <u>very</u> comprehensive and cohesive. <u>fully</u> incorporates the Principles of Effectiveness. <u>very clearly</u> demonstrates how each part of the program is related to and supportive of the other parts of the program. is <u>specifically focused</u> on achieving the proposed measurable objectives. shows very <u>strong</u> evidence of commitment and capacity to implement the activities described. 		<p>The application:</p> <ul style="list-style-type: none"> is <u>sufficiently</u> comprehensive and cohesive. <u>partially</u> incorporates the Principles of Effectiveness. <u>adequately</u> demonstrates how each part of the program is related to and supportive of the other parts of the program. is <u>generally focused</u> on achieving the proposed measurable objectives. shows <u>adequate</u> evidence of commitment and capacity to implement the activities described. 		<p>The application:</p> <ul style="list-style-type: none"> is <u>not</u> comprehensive and <u>lacks</u> cohesion. <u>fails</u> to incorporate the Principles of Effectiveness. <u>does not</u> demonstrate how each part of the program is related to and supportive of the other parts of the program. <u>does not clearly</u> that described activities are focused on achieving the proposed measurable objectives. <u>lacks convincing</u> evidence of commitment and capacity to implement the activities described.
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